

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will review some literatures that are required to this study. The literatures related with the information in the learning of simple past tense, learning achievement, and previous research. Each section will be presented below:

2.1 Learning of Simple Past Tense

Tense is a form of a verb that express the time of an action that happened in relation to the moment of speaking (Cowan, 2008). In line with that, Azar (1999) also said that there are three tenses; simple present, simple past, and simple future that indicate different time signal and has different meaning and function. It is important to learn tense such as simple past tense in English language because simple past tense is one of the tense that are frequently used in English (Ramdani, 2009). This idea maybe rooted from what has been stated by some scholars such as Azar (1999), Hall (1992), and Mas'ud (1992) who said that simple past tense is used to indicates past action. Because simple past tense is normally used as past time signal of events, actions or situations, it is therefore necessary to understand well how to use these tenses with the form of verbs in communicate in English correctly.

2.1.1 The Form of Simple Past Tense

In the making of simple past tense sentence, past form of verb is used. It can be regular or irregular Azar (1999). According to Murphy (2012), he stated that regular verb is formed by adding -ed to the invinitive (work – *worked*, carry – *carried*, paly – *played*, admit – *admitted*, etc.) and irregular verb form is not ending

by –ed (steal – stole, run – ran, find – found, go – went, etc). The simple past tense also use *was/were* and *did* in the sentence. Below are the explanation:

- Verbal sentence

Table 2.1: The formula of simple past tense in verbal sentence

Type	Formula	Example
+	S + V ₂	She killed a snake yesterday.
-	S + did + not + infinitive	She did not know where to go.
?	Did + S + infinitive?	Did you take my money?

(Azar, 1999)

- Nominal sentence

Table 2.2: The formula of simple past tense in nominal sentence

Type	Formula	Example
+	S + was / were + nominal	I was there.
-	S + was / were + not + nominal	You were not fat.
?	Was / were + s + nominal?	Were you late?

(Azar, 1999)

It means that in the negative and interrogative type of all verbs in simple past tense, always use the auxiliary *did* and the verb used after *did* / *did not* is the basic form. Whereas, in nominal sentence, the past tense of to be that used such as *was* and *were*.

2.1.2 The Use of Simple Past Tense

There are some specific uses of simple past tense explained by Tracey (1995), namely:

1. The simple past tense denotes a past action.

Simple past tense explain something which happen in the past time. For example:

- I **met** her **three days ago**.
- Julia **played** tennis **last week**.

It shows that the actions (met and played) happen in the past time (three days ago and last week).

2. Note that time expressions are generally used with simple past tense.

Mas'ud (1992) mentioned some time signals such as *yesterday*, *last night/ week/ year*, *2 days ago*, *the other day*, etc. The time signal is used to mark that something happen in the past. Below are the examples of the use of time expression in simple past tense:

- She did not study **last night**.
- I went to Jakarta **two days ago**.

3. The time expression is omitted when it is understood or when a place is mentioned.

Simple past tense clarifies an activity that definitely happened in the past time. For example: I **bought** this laptop in Bandung. The sentence explains that the laptop is definitely bought at the past time in Bandung.

4. Simple past tense can be used to indicate that the second of two actions began in the past or at the same time as the first action.

Simple past tense used to refer an action started at the moment of another action happen in the past. For example: The students **was happy** when the

teacher **entered** the class.

5. It is used to indicate a past habit.

Simple past tense declares actions which repeatedly happen in the past time.

For example:

- She **usually spoke** English.
- When I was child, we **always studied** together.

The sentences indicate that *spoke* and *studied* is repeatedly happen in the past time.

Simple past tense is one of the grammar topics taught in English Course in Junior High School. Based on the 2013 curriculum, the learning of simple past tense is included in some topics such as recount and narrative. A recount text purpose or goal is to entertain or inform about the past activity. Simple past tense is one of the components of narrative. As stated by Hall (1992) “past tense is the narrative tense in English”. Almost all stories and novels are written in the past tense. Narrative and past tense are things that are always in one place in delivering these terms. If someone wants to know about narrative, one of the clues is that the tense of the text is in this past, or it happened in the past time. It means that simple past tense is the language feature in recount and narrative tense that students have to learn it.

2.2 Learning Achievement

Achievement is a realization of potential abilities of a person that can be seen from the behavior in a form of cognitive skills, affective skills, and motoric skills (Sukmadinata, 2009). Students’ achievement consist of knowledge mastery, talent and skill in seeing, analyzing, and solving problems; so that the activity and

the result of the learning process get an assessment (Sukmadinata, 2009). Jihad and Haris (2009) argue that “learning achievement is the change of attitude in cognitive, affective and psychomotor after instructional process that the students have done in particular time in learning”. According to Bloom (cited in Jihad and Haris: 2009), there are three domains of achievement as follow:

1. Cognitive or thinking consist of knowledge, comprehension, application, analysis, synthesis, and evaluation.
2. Affective is concerned with feelings or emotion which consist of five aspects such as: receiving, responding, valuing, organization, and characterization.
3. Psychomotor or kinesthetic domain consist of perception, set, guided response, mechanism, complex overt response, adaption, and origination (Thoha, 2003).

Bloom (cited in Jihad and Haris: 2009) also states that achievement can be divided into knowledge and skill. Knowledge consist of four categories:

- a. Knowledge of fact
- b. Knowledge of procedure
- c. Knowledge of concept
- d. Knowledge of principal

Whereas, skill also consist of four categories such as:

- a. Skill for thinking or cognitive skill
- b. Skill for acting or motoric skill
- c. Skill for reacting or have an attitude
- d. Skill for communicating

Additionally, some experts have stated their opinions about achievement in Jihad and Haris (2009). First, Romiziwski stated that achievement is outputs from a process of input system. The inputs is in the form of information and the outputs is in the form of performance. Second, Sudjana (2004) stated that achievement is the students' abilities that are received from their learning experience. Third, Juliah (2004) said that achievement is everything that students' have as the result of their learning. Last but not least, Usman (2001) argued that students' achievement is strongly related with teacher objective which is included in three domains such as cognitive, affective, and psychomotor.

The statements above conclude that learning achievement is the result obtain by students which coming after teaching learning process over a particular period. The successful of teaching learning process can be seen from the students' learning achievement which consists from cognitive, affective and psychomotor aspect.

2.3 Related Research

This research entitle an analysis of learning of simple past tense toward students' English achievement at 8th grade students of SMP Muhammadiyah 2 Malang. There are some researchers on the topic of simple past tense and English achievement. Those are relevant on the writer's research. In this case, the writer presents little bit about those researcher. Amri (2014) proposed a research which showed a result that students' mastery in identifying simple past tense and reading comprehension has no significant correlation. Besides, another result was conducted by Yuswantara (2014) about the correlation between English teaching

atmosphere and students' English achievement. The study revealed that there was positive correlation between English teaching atmosphere and students' English achievement. English teaching atmosphere and students' English achievement had positive correlation each other. The result from the two research showed that English achievement has correlation with the teaching of English either from the teaching atmosphere or the mastery of identifying simple past tense as a part of the English Components that is grammar.

In conclusion, this chapter has reviewed of some related literatures required namely; learning of simple past tense, learning achievement, and related research. Next, chapter III will review research method in this research.

